

**INFLUENCE OF JOB-STRESS ON JOB PERFORMANCE AMONG ACADEMIC STAFF OF UNIVERSITY OF
IBADAN, NIGERIA**

¹Sajuyigbe, Ademola. S, ²Madu –Igwe, Clara. O ³Babalola, Debo. Y

¹Department of Business Administration & Management, Osun State Polytechnic, Iree, Nigeria

²Registry, Federal University of Technology, Akure, Nigeria

³Department of Business Administration & Management, Osun State Polytechnic, Iree, Nigeria

Abstract

This study examined the influence of job-stress on job performance among academic staff of Nigeria Universities with particular reference to University of Ibadan. Structured questionnaire was used to collect data from 60 respondents through purposive method from deferent faculties. Ordinary Least Square Analytical Technique was used to analyze the data. The study revealed that lack of infrastructure, work load, overseeing the conduct of examination, time pressure, compilation of results and students indiscipline are major causes of job stress. Moreover, result of the study indicated that lack of infrastructure and work load are major causes of job-stress. The result revealed that job-stress dimensions independently and jointly influenced job performance adversely. The study suggested that management should implement higher standard of conduct for all students and lecturers and redefine the entire approach to discipline, teaching and learning and also, effort should also be made to provide the necessary infrastructure in order to have enabling learning and friendly environment, which may lead to job performance among academic staff.

Key words: Job-Stress, Job Performance, Academic Staff, University.

Introduction

Job-stress has become a global phenomenon and a great concern to employees and other stakeholders in organizations. According to Syed, Muhammed, Aftab and Shabana (2013), job-stress is considered to be a worldwide problem and increasing steadily in the U.S. and other nations where industries are growing rapidly. Authors affirmed that Poor salary packages, long working hours, poor relationship of supervisors with employees, are the major causes of creating stress in employees. Job-stress is defined as the perception of a discrepancy between environmental demands (stressors) and individual capacities to fill these demands (Topper, 2007). Omolara (2008) described job-stress as the adverse psychological and physical reactions that occur in an individual as a result of their being unable to cope with the demands being made on them. Christo and Pienaar (2006) argued that the causes of job-stress include perceived loss of job, and security, sitting for long periods of time or heavy lifting, lack of safety, complexity of repetitiveness and lack of autonomy in the job. In addition, job-stress is caused by lack of resources and equipment; work schedules (such as working late or overtime and organizational climate are considered as contributors to employees stress.

According to Nnuro (2012), excessive and otherwise unmanageable demands and pressures can be caused by poor work design, poor management and unsatisfactory working conditions. Similarly, these things can result in employees not receiving sufficient support from others or not having enough control over their work and its pressures. Job-stress affects not only the employees' but also the organizations in the monetary and non-monetary costs. These costs are used to recover the work and health related injuries. Monetary cost is used to recover the health of employees and lower productivity and absenteeism of employees' is recovered by non-monetary costs (Syed, *et al* 2013).

Organizations cannot usually protect their workers from stress arising outside the work, but they can protect them from stress that arises through work. Job-stress can be a real problem to the organization as far as its workers are concerned. Good management and good work organizations are the best forms of stress prevention. If employees are already stressed, their supervisors should be aware of it and know how to help in order to get the best out of their employees. Poor work organization that is, the way we design jobs and worker systems and the way we manage them, can cause stress.

In academic setting, job stress can cause unusual and dysfunctional behaviour at work and contribute to poor physical and mental health. In extreme cases, long-term stress or traumatic events at work, may lead to psychological problems conducive to psychiatric disorders resulting in the workers being unable to work again. Job-stress could affect university by increasing absenteeism, decreasing

commitment to work, increasing staff turn-over, impairing performance and productivity, increasing complaints from students, increasing mistakes and causing damage to the University's image both among their workers and externally (Nnuro, 2012). However, Muttie, Rabbia, Namra, Uzma and Ume (2012) found that job-stress has positive value on organizational performance. It offers potential gain, for example, the superior performance that an ophthalmologist gives during a complicated surgery. Such individuals often use stress positively to rise to the occasion and perform to their maximum. And hence the productivity rises.

Research questions

- What are the causes of job-stress among academic staff in University of Ibadan?
- To what extent does job-stress influence job performance among academic staff in University of Ibadan?

Objectives of the study

The general objective is to examine the influence of job stress on job performance of employees in academic setting with particular reference to academic staff in University of Ibadan, Nigeria. The specific objectives are:

- To identify the causes of job-stress among academic staff of University of Ibadan
- To examine the influence of job-stress on job performance of academic staff of University of Ibadan.

Review of Related Literature

According to Pediwal (2011), job-stress is a phenomenon that every employee or employer faces at job and handles it differently according to one's own way. It is basically a mismatch between the individual capabilities and organizational demand. Malek (2010) also defined job stress as an unpleasant emotional situation which an individual experiences when the requirements of job are not proportional to his ability to cope with the situation. It is a well-known phenomenon which expresses itself different in different work situations and affects the workers differently. Oke and Dawson (2008) agreed that job-stress refers to the response of individual characteristics towards the working conditions and it is shaped by the context within which work takes place. Haider and Supriya, (2007) affirmed that stress is now becoming the global issue which is affecting all the countries, all categories of employees and societies. The stress begins with the demand and opportunity from environment for a person and ends with the individual's response to that demand and opportunity (Shah, 2003).

Causes of Job-Stress

Past studies on the causes of job-stress in developing countries are mixed. For example, Khattak and Adebola (2011) examined the causes of occupational stress among secondary school managers in Kano state, Nigeria. Survey design was used and a random sampling was used to select the study sample, which consisted of 421 school managers. The data was analysed using simple percentage to answer the two research questions raised. The findings showed that, administrative routine, work load, and conflicting demands and roles between work and family were the highest sources of stress. Otaroghene (2013) also examined the causes of job-stress among academic administrators of tertiary institutions in Delta State of Nigeria. The sample of 102 respondents comprised 68 Heads of Academic Departments, 17 Directors and 17 Deans of Faculties was selected from a population of 141 academic administrators in five institutions of higher learning based on stratified proportional random sampling technique. A questionnaire was used to collect data for the study. The results showed that the determinants of stress among the administrators are compilation of results, time pressures, and lack of infrastructure, overseeing the conduct of semester examinations, students' indiscipline and the prevalence of all forms of examination malpractices among students as very high ranked stressors. Alabi, Murlala and Lawal (2012) also examined the Lecturers' work stress and job performance in Kwara State Colleges of Education, Nigeria. Findings of the study revealed that lecturers experienced excess workload in academic activities.

Adaji (1997) in his study of stress among accountants, identified lack of relaxation, overwork, egomania tendency, sitting position, lack of exercise, pressure, personal behaviour such as smoking and alcoholism and role conflicts are the major sources of stress to the accountants. There are several factors which cause stress in employees at job and these factors are job timings, pay, bonus, work load and peer attitude (Manzoor, 2011). Work load, technological problems, higher targets, compensation and salary, outcomes of decisions, management and peer support behaviour, longer time frame are the main factors causing stress among employees in the submission of Badar (2011). The work of Nnuro (2012) on the perennial problems of job stress, found that working long hour of work, work pressure, workloads and pressure from customers etc were elements of job-stress which can lead to tension, hypertension, sleep disorder, coronary diseases, headache etc which is quite relevant to the current situation confronting the employees in the banking sector of Nigerian business environment. Stress is a cause of dissatisfaction among the employees like role conflicts, work intensification, relationship with colleagues and unfavourable working conditions (Ismail and Hong, 2011).

Relationship between job-stress and job performance

Previous studies have divergent views on the relationship between job-stress and job performance. Some agreed that job-stress has positive relationship with job performance while other concluded that negative relationship exists between job-stress and job performance. For instance, Beehr, Jex, Stacy and Murray (2000) investigated the relationship between job-stress and performance of employees. The result revealed that job-stress has significant negative relationship with job performance. Usma and Muhammad (2010) also examined the relationship between job-stress and job performance among bank employees in the banking sector in Pakistan. The study tests the purpose model in relation of job-stress and its impact on job performance by using data of graduate, senior employees including managers and customers services officers of well reputed growing bank in Pakistan. The data obtained through survey was analyzed by statistical test correlation and regression and reliabilities were also confirmed. The results are significant with negative correlation between job-stress and job performances and this shows that job-stress significantly reduces the performance of an individual.

In the same vein, Ruina, Shahla and Delawar (2008) examined occupational stress and its effect on job performance by medical house officers of district Abbottabad in Pakistan. The result showed that job-stress has negative significant effect on job performance. Jamal (1984) studied an association between job-stress and job performance and between managers and blue-collar employees. Stress on job can be stated as the outcome of an individual due to the working environment from which he feels unsecured. Different relationships are projected between job-stress and performance: U-shaped and curvilinear, positive linear, negative linear and no relationship between the stress and performance was established. A random sample of 305 blue-collar and 325 managerial workers in Canadian firm are surveyed through structured questionnaire. Variables used for this study were job-stress, job performance, and organizational commitment. A negative linear relationship between job-stress and job performance was found.

However, Bada-ul- Islam and Kashif (2011) examined the impact of stressors on the performance of employees. The result showed that role conflict, role ambiguity and performance pressure have positive effect on employee motivation and performance. In the same vein, Muttie, Rabbia, Namra, Zara, Uzma and Ume (2012) examined the impact of job-stress on employee's job satisfaction. A sample of 150 employees from the private colleges of Pakistan was used for this analysis. Job stress has been measured by workload and physical environment. Prior study indicated that the stressor, workload and physical environment negatively affected the employee job satisfaction. This study results contradicted that stress was positively related to employee's job satisfaction which did not

support Ruina *et al* (2008); Usma and Muhammad (2010) and Mansoor and Sabtain (2011) studies on stress. This study reinforced the importance of employee's job satisfaction which is essential for successful firm in modern current era.

Methodology

The participants were approached to take part in the study following the approval of the Heads of selected Departments in the University. This indicates that any employee who is on the pay roll of the selected department has equal right or opportunity to participate in the study. The questionnaire was purposively administered on 60 academic staff in the Faculty of Social Sciences, Faculty of Education, Faculty Law, Faculty Art, Faculty Science, and Faculty of Agricultural Science. Ordinary Least Square Analytical Technique was used to analyze the data collected in order to determine the influence of independent variables (job-stress dimensions) on dependent variable (job performance). While the instrument used in this study was a close-ended questionnaire that was designed by the researchers. Test – retest method was used in order to establish the reliability of this instrument. The result of the reliability test was 0.87 meaning that the instrument is reliable. In order to confirm the validities of the instrument, face and content validities were ensured the instrument was given to professionals for scrutiny and evaluation.

Table 1: Distribution of Respondents by Causes of Job Stress

Statement	Weighted Means Score (wms)	Rank
Work load	4.39	2 nd
Time pressure	4.20	4 th
Students indiscipline	4.09	6 th
Overseeing the conduct of examination	4.31	3 rd
Compilation of Results	4.15	5 th
Lack of infrastructure	4.45	1 st

Source: Field survey, 2014

Table 1 revealed that lack of infrastructure was ranked highest among the respondents (wms = 4.45). Other opinions about causes of job stress in the rank order include work load (wms = 4.39), overseeing the conduct of examination (wms = 4.31), time pressure (wms = 4.20), compilation of results (wms = 4.15) and students indiscipline (wms = 4.09). This implies that lack of infrastructure and work load are major causes of job stress among academic staff in University of Ibadan followed by conduct of examination, time pressure and students indiscipline respectively. The study is in line with Alabi *et al* (2012) and Otaroghene (2013).

Table 2: Result of Regression Analysis Showing the Influence of Job Stress Dimensions on Job Performance

Model	R	R ²	Adjusted R ²	Std error of the estimate		
1	0.746	0.556	0.551	0.505		
Explanatory variable		B	Std error	T – value	P- value	Remarks
Constraint		9.844	1.334	7.380	0.000	S
Workload		-0.512	0.302	-4.458***	0.000	S
Time pressures		-0.498	0.265	-3.016**	0.003	S
Student indiscipline		-0.270	0.198	-2.482**	0.000	S
Conduct of examination		-0.479	0.157	-3.042***	0.003	S
Compilation of Results		-0.340	0.207	-2.256**	0.014	S
Lack of infrastructure		-0.560	0.359	-4.650***	0.000	S

S = Significant, NS = Not significant, *** = significant at 1% level; and ** = 5% level

Source: Data analysis, 2014

The result of regression analysis in the Table 2 revealed the lack of infrastructure ($\beta = -0.560$, $t = -4.650^{***}$, $P < .01$); work load ($\beta = -0.512$, $t = -4.458^{***}$, $P < .01$), time pressures ($\beta = -0.498$, $t = -3.016^{**}$,

P<.05), conduct of examination ($\beta = -0.479$, $t = -3.042^{***}$, $P<.01$), compilation of Results ($\beta = -0.340$, $t = -2.256^{**}$, $P<.05$) and students indiscipline ($\beta = -0.270$, $t = -2.482^{**}$, $P<.05$) independently and significantly influenced job performance negatively. The result also revealed that lack of infrastructure has more decisive influence on individual's job performance while students' indiscipline has less influence on individual's job performance. The relationship is in opposite direction which means that a further increase in students' discipline will lead to further decrease in job-stress. The result also showed that all the independent variables are predictors of job-stress in University of Ibadan.

The result also indicated that R – Square value for the relationship was 0.556 meaning that the independent variables have about 55.6% decisive influence on job performance. This result confirms the findings of Ruina *et al* (2008); Usma and Muhammad (2010) and Mansoor and Sabtain (2011) that job-stress dimensions are major predictors of low performance among employees.

Conclusion and Recommendations

This study examined the influence of job-stress on job performance among academic staff of Nigeria Universities with particular reference to University of Ibadan. The study revealed that lack of infrastructure, work load, overseeing the conduct of examination, time pressure, compilation of results and students indiscipline are major causes job-stress. Moreover, result of the study indicated that lack of infrastructure and work load are major causes of job-stress among academic staff in University of Ibadan. The result also revealed that job-stress dimensions independently and jointly influenced job performance adversely. The result also revealed that lack of infrastructure has more decisive influence on individual's job performance while students' indiscipline has less influence on individual's job performance.

The study concluded that job-stress dimensions such as lack of infrastructure, work load, overseeing the conduct of examination, time pressure, compilation of results and students indiscipline are major predictors of low performance among academic staff. The implication of this finding is that, if and unless something is done to arrest the situation, there will be serious problems. Therefore, this paper suggests that management should implement higher standard of conduct for all students and lecturers and redefine the entire approach to discipline, teaching and learning. Effort should also be made to provide the necessary infrastructure in order to have enabling learning and friendly environment, which may lead to higher job performance among academic staff.

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